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NOTES AND NEWS

Professor Charles H. Judd, of Yale University, has accepted a call to the Deanship of the School of Education and Headship of the Department of Education in the University of Chicago, and will enter upon the duties of the position next June.

The Northern Illinois Teachers' Association, at its meeting in Joliet, November 6 and 7, centers attention upon the topic of "Moral and Religious Education in the Public Schools." Professors Coe of Northwestern, Starbuck of Iowa, Cook of DeKalb, and Soares of Chicago, speak at the general session Friday afternoon; President Judson of Chicago and State Superintendent Blair, Friday evening; Professors Bagley of Illinois and Votaw of Chicago, Saturday morning. Besides this central topic the following resolution will be discussed Saturday morning:

Resolved, That the minimum annual wages of all qualified teachers in the public schools of Illinois should, in no event, nor under any circumstances, be less than \$365.00, and that whenever a school district by taxing itself to the limit authorized by law is unable to pay this amount, the deficit should be supplied by the state or the school district annexed to another district in which the payment of a minimum wage as large as the one specified in this resolution can be paid.

At the section meetings Friday afternoon the "Function and Autonomy of the High School with Relation to the Elementary School and to the College," will be considered by Superintendent Bryan of St. Louis, Professors McMurry and Libby of DeKalb and Northwestern, Principals Smith and Loomis of Harvey and Chicago, and President Lord of Charleston.

The annual meeting of the National Society for the promotion of Industrial Education will be held in Atlanta, Ga., November 19, 20, and 21.

It is significant of the growing importance of the playground movement that so eminent a worker in the educational field as Dr. Luther H. Gulick should resign his position as director of physical training in the schools of Greater New York to devote himself to playground work. The moral value of this movement is only beginning to be appreciated. Communities that try it under proper management soon discover that it is as necessary in its place as the school. The report of Henry S. Curtis, secretary of the Playground Association of America shows that the sixty-six cities maintaining playgrounds a year ago have been increased to one hundred eighty-five, of which one hundred and sixteen are supported publicly.

Charities and the Commons for October 3 has an extended account of the second play congress held in New York for five days beginning Septem-

ber 8. Governor Hughes urged the value of play in developing honor. "There is no better way to teach a boy to be honorable and straight than to give him the opportunity to play normally with his fellows. He acquires it without the sense of rebellion he sometimes feels in obeying precept. The natural outcome is the establishment of fair play. He develops the spirit of give and take, of generosity in defeat, and of lack of assertiveness in victory."

"Can the Child Survive Civilization?" was Dr. Woods Hutchison's thought-provoking subject. "The boasted organization of our civilization is an organization for grown-ups and has left the child out of its calculations." The city child has scarcely breathing room and no play room. He has lost his most precious birthright—the backyard. The streets have become impossible as places for play. "We have not improved matters much by substituting the school because the child is deprived of the proper opportunity to develop his body. We build beautiful palaces for his incarceration during the hours of daylight so that we may overdevelop his brain. The schoolroom must relinquish at least half its claims upon the time and strength of our children. The playground should be organized as a vital and co-ordinate branch of our system of education."

A recent report made to the Chicago Board of Education indicates an alarming number of underfed children. Forty nurses have been engaged to investigate the individual cases to determine how far the condition of the children is due to poverty and how far to ignorance on the part of the mothers.

The National Society for the Promotion of Industrial Education has issued *Bulletin No. 6*, which may be obtained from the headquarters of the society, 546 Fifth Avenue, New York. This contains addresses made at the annual meeting in New York. Dr. Graham Taylor in his address said:

The interest of the whole people, however, would have to be safeguarded from the abuse of an unlimited apprenticeship by the monopoly of natural resources and by the limitation of the opportunities for skilled labor. For the wages and standard of living, even in skilled trades, would be at the mercy of monopolists whenever or wherever they could control the access to natural resources and the tools of machine production, and at the same time command an unlimited supply of skilled labor. If exploitation be barred by just legal safeguard and by the organized self-protection of the group or class most in danger of being exploited, the wealth-producing capacity of our whole people will undoubtedly be promoted by trade schools placed within the reach of all.

At the same meeting Luke Grant, the labor editor of the *Chicago Record-Herald*, made an address wherein he said:

The attitude of the wage earner toward industrial education at the present time is not clearly defined. Suspicion and distrust does not represent the real attitude toward industrial education or even toward trade schools. There

are good and bad trade schools and I believe that the wage earner appreciates this as truly as the employer. But there is another phase of this question which concerns the intelligent wage earner even more than questions of productivity. He sees, I think, more clearly than the employer, the human side of this problem. I believe this is the most important phase of the entire problem and that the wage earner is justified in placing it above every other consideration. The production of men and women is more important than the production of manufactured material.

At the suggestion of the New York City Board of Education's Committee on Trade Schools, of which Mr. Frederic R. Coudert is chairman, the board has determined to establish two vocational schools. Said Dr. Haney in a report prepared for Mr. Coudert's committee:

This preparatory vocational work, it is entirely possible to organize in the seventh and eighth years of the elementary schools and in the two years immediately succeeding, i. e., from the twelfth to the fifteenth year inclusive. One plan would be to set aside certain of the elementary schools throughout the city as centers in which this teaching might be given in the seventh and eighth years. This would obviate the temptation for the boy to leave the elementary vocational school when the compulsory school-age limit is reached by bringing him to an early recognition of the advantage which the completed course offered, and subjecting him to the influence of teachers who might restrain him from a hasty determination to go to work with his preparation only half completed.

City Superintendent Maxwell has also called attention to the possibility of offering this kind of training to the so-called "over-age pupils," who are found in considerable numbers in the lower grades of the grammar schools. These boys are mentally slower than their mates and are at the present time left to work their way as best they may through the grades, or are segregated in special classes and coached in number and language work. For these pupils vocational work of the kind suggested for the elementary school would offer manifest advantages.

In Portland, Oregon, the Board of Education announces that at the beginning of the school year in September there will be established, under the direction of the board, the Portland School of Trades. The object of this school will be to furnish instruction to the boys of Portland in some trade that they may be better fitted for their life-work. Opportunity will be given for instruction in the following trades: carpentry, cabinet making, pattern making, molding, electrical construction, machine-shop practice, mechanical and architectural drafting, and plumbing. Such academic branches as English, mathematics, applied physics and electricity, and industrial chemistry will be included in the course. Special attention will be given to these subjects as they relate to or have bearing on the trade work. The course will be three years. The equipment will cost nearly \$20,000.

The management of the Alaska-Yukon-Pacific Exposition, which will be held at Seattle, opening June 1 and closing October 15, 1909, is planning for an interesting educational exhibit. A large portion of one of the largest exhibit buildings on the grounds, the Manufactures, Liberal Arts, and Education Building, will be devoted to the housing of the displays pertaining to education. This structure is now well under way and will be completed in the near future.

It is the intention to erect two up-to-date school buildings, one a model of a city school and the other a model of a country school building. These buildings will contain all of the modern equipment used in furnishing schools, and classes will be in session at different times during the day. Illustrated lectures by prominent speakers on public schools and their value to society will be a feature of the exhibit. One of the features of the educational exhibit will be the display of the progress made in the development of the school system of Alaska and the results of the work accomplished by the pupils of the North.

Professor Manny, Kalamazoo Normal School, sends us the following:

The new report of the Decatur (Ill.) schools is noteworthy in that it is the first issued under a new administration following Mr. Gastman's forty-five years of continuous service. Apart from this, however, the section on meetings is important. We find "professional meeting," planned "to facilitate the basic adjustment to each other of the teaching corps and superintendent and to further the immediate study and the probable tentative solution of the problems confronting us." The general subject "Education in a Democracy" is worked out in a way that shows definite consciousness of the problems of originality and independence and of the distinctive features of democratic education. These meetings were for the cabinet, but other teachers were free to attend, thus taking them out of the duty class and making them opportunities with the result of large voluntary attendance.

The "general meetings" brought in speakers from neighboring colleges and normal schools and from Boston, New York, and elsewhere. "Principals' meetings" "building meetings" and "grade meetings" dealt with more specialized topics—the high-school section worked on the special function of the secondary school and the agencies it employs. A good subject none too often taken by itself is "The Physical School Plant." In the grade meetings evidently live work was done on "motivizing" and dramatization.

Most significant of all were two janitors' meetings held in August and November. The subjects were "The Relation of the Condition of the School Plant to the School's Efficiency" and "Factors Detracting from the Best Results in Our Work." It is only a question of time when we shall require experts as janitors—men thoroughly trained in schools for this work. What institution will lead in this educational development? Meanwhile Superintendent Wilson is making progress of which account needs to be taken.